**The Core and MORE Instruction Checklist**

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| **The CCSS Standard: 1.OA.3, 1.OA.5, 1.OA.6, 1.OA.7**  **The Envision Lesson: 6.1 Adding with 0,1,2** | |
| **EXPLICIT INSTRUCTION**  **I do it, We do it, Y’all do it, You do it** | **ENGAGEMENT**  **All Students Saying, Writing, Doing** |
| **PROACTIVE PLANNING** | **VOCABULARY WORDS** |
| Materials: Number Cards, Envision Workmat Pages, Colored Counters, white boards/markers, dice, papers, crayons and pencils | There are no given words for this lesson, we chose to review add. |
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| **ANTICIPATORY SET** (5 MINUTES) | |
| Game/Skit: Kids on the bus/Counting On. Set up a “school bus” using chairs and start out with four kids on the bus, invite two more up and ask kids to count on from four. How many are there now? How do you know there are that many? What would happen if we added two more? Continue to change the numbers adding 0, 1, 2. | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **BUILDING A FOUNDATION** (5-10 MINUTES) | |
| *The Language of Math*: Vocabulary instruction   1. How will you explicitly teach new vocabulary? 2. How will you provide multiple opportunities for vocabulary to be used in context?   Day 1: We will introduce the vocabulary term **add**.  Teacher Talk: This is the word **add.**  Repeat the word three times.  Turn to your neighbor and tell them what you think it means  Let me show you a picture of what add means, I will also show you a  non-example: 3 apples plus two more/NON: three apples, two crossed out  Does that help? Turn to your neighbor and tell them what you think it is now  State definition: “**To put together two or more things”** Sometimes instead of  writing **add,** we use the plus sign. Have you seen this before? Where have you  seen it used? What do you do when you see this sign? When we see  this sign we know that we need to put together two or more things. Now I  want you to think about what that means and write it down in your math  journal next to the word add. When you’re finished with that, draw a picture  to help you remember.  Day 2: Review of **Add**  Teacher Talk: Yesterday we learned the definition of the word add, we also remembered  that we sometimes see the plus sign when we need to add. We used cookies  and apples to add. Today you are going to work in a small group to act out  what it means to add. You may use any object you’d like, such as candy,  balloons, stars or anything you can think of. You will have a chance to share  your skit with the class. Explain your skit and explain your adding strategy.  Day 3: Create visuals for **Add**  Teacher Talk: We’ve been talking about the word add and what it means to add things  together. I know you can tell me what it means but I want you to show me  by drawing a picture with a partner. You and your partner will create a  poster to hang in the classroom, to help everyone remember the word add.  Explain how your poster describes adding.  Day 4: Manipulative review of **Add**  Teacher Talk: We’ve been working on different ways to describe and show what the word  add means. Today you will have a chance to put two objects together,  adding them together to make a bigger number. Please choose two numbers  to add using your unifix cubes. Are there more ways that you could put these  two numbers together?  Day 5: Discuss  Teacher Talk: Now that you are experts on the word add, I want you to start thinking  about other words that mean the same thing. As a class, let’s brainstorm a  list of words that mean the same thing as the word add. I’ll write them on the  board while you call them out. How does this word fit in with adding?  Day 6: GAMES  Teacher Talk: We will play Pictionary to review all of the vocabulary words we’ve learned  so far! | Choral Responses  Partner Responses  xWritten Responses   * Random call on students (No hand raising) |
| **WHOLE GROUP INSTRUCTION: Concrete** (10-15 MINUTES) | |
| *Develop the Concept: Interactive Learning (Hands-on)*  Teacher Talk: You have learned how to add by counting two groups, today you will learn to add  0, 1 or 2 by counting on from a number.  Distribute counters and number cards (0-9) to children  Introduce problem: The rabbit is making soup he has 5 carrots in the pot, he needs to  add one more. How many will he have? How do you know?  I’m going to show you using my work mat this time and the next time we’ll do it  together. How many does he have now?  Demonstrate Game: Put number cards face down in two piles (3-9, 0-2). Flip over  a card from one pile and place that many counters in the rabbit’s pot. Flip over a  card from the other pile to figure out how many counters you need to add to the pot.  How will you figure that out? What are some ways to add the numbers together? | * Choral Responses * Partner Responses * Written Responses   + Paper   + Math Journal   + Individual Whiteboards   + Student page from the topic pouch * Random call on students (No hand raising) |
| **SCAFFOLDED INSTRUCTION: Representational** (15-20 MINUTES) | |
| *Develop the Concept: Visual*  Teacher Talk: With your partner, you will come up and choose two cards with  numbers on them. The two of you will draw a picture showing the  larger number and then adding the 0, 1 or 2 (show examples on the  board).  Give students time to work and then choose a few to present their  work. Explain your problem. How did you work through it? Did you  and your partner both do it the same way?  As they share their problems, ask the other students to demonstrate  using their counters. How did you know where to start? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **INDEPENDENT PRACTICE: ABSTRACT (**15-20 MINUTES) | |
| *Independent Practice* and *Problem Solving*  Teacher Talk: Now that we’ve had a chance to build these problems and practice adding 0, 1 or 2,  we need to practice doing it on paper using the addition sign and two numbers.  Using your white boards, we will practice solving problems. Let’s do one together  and then you’ll have a chance to show me what you know. I will give you two  numbers and using your white board, I’d like you to write the addition fact for those  numbers and solve the problem (I Do, You Do, We Do)  Call out numbers, allow time for work, have students share their answers (check for  understanding). How did you get that answer? Did anyone get a different answer?  Can you write the addition fact in a different way? Is there more than one way to do  that? | * Choral Responses * Partner Responses * Written Responses * Random call on students (No hand raising) |
| **FORMATIVE ASSESSMENT** (5-10 MINUTES)  Our formative assessment is a visual check for understanding as the kids record answers on their whiteboards. | |
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| **CENTER ACTIVITIES** (15 - 45 MINUTES)  \*This part of the lesson is beneficial for providing engaging activities while the teacher works with small groups of students who need supplemental instruction.  1. Soup Game introduced earlier using number cards: Add two numbers together to figure out how many veggies in the pot  2. Add-a-Rama using dice: Add the two numbers rolled  3. Create story/picture problems adding 0, 1 and 2 for partners to solve | |
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| **HOMEWORK**  Complete workbook page 6-1, 143-146 | |
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